

MERE SCHOOL

Physical Education Policy

Aims and Purposes

PE offers opportunities for children to:

- become skilful and intelligent performers;
- acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- respond to a variety of challenges in a range of physical contexts and environments;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity.

Teaching and Learning – Content

The teaching manuals for gymnastics and games by Val Sabin provide the framework for KS1 for these areas of the PE curriculum. KS2 use a mix of Val Sabin and a scheme of work by Sue Johnson and Jacky Reaney developed for use by Dorset schools, which relates to the QCA scheme of work. This then allows us to follow the same curriculum as the other 'feeder' primary schools to Gillingham School. The dance curriculum is delivered through the BBC dance tapes and swimming (at KS2), in years 3 and 4, is taught by a specialist teacher from the swimming pool staff, with the aim being by the end of year 4 children will swim 25m.

At the Foundation Stage and KS1 the children will participate in 2 sessions of PE per week. At KS2 one session is class teacher taught, with dance or gymnastics and the other is games based, taught by PE/coaching specialists.

Regular clubs are held after school – football, tennis, kwik cricket, athletics, tag rugby, hockey, swimming and rounders. In the Autumn and Spring terms we have regular netball and football fixtures as part of the Gillingham Family of primary schools. We also enter tournaments and festivals as part of the 'Family' and as part of the Salisbury Area Sports. Opportunities for the more able are also provided through training camps in athletics within the 'Family'.

We have good links with local sports clubs – Mere Town FC, Mere Swimming Club, North Dorset Rugby Club, North Dorset Tennis Club, Tisbury Sports Centre and Salisbury District Sports Development.

An annual Sports Week is held in which there is a sports day, a mix of co-operative and competitive events. Activities are organised that involve outside agencies and the community. These include the Life Education Bus, Sporting Champions and the Tisbury Sports Centre Roadshow.

Foundation Stage

Physical development in the foundation stage is about improving skills of co-ordination, control, manipulation and movement. It also helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active. Effective physical development helps children develop a positive sense of well-being.

Learning involves:

- giving children plenty of time to explore, experiment and refine movements and actions unhurriedly.
- a safe, well planned and resourced learning environment.
- supporting other areas of learning through physical activity.
- children using and learning through their senses.
- building on children's developing skills to promote confidence and independence.

Effective teaching in this area requires:

- providing opportunities for regular and frequent physical activity indoors and outdoors.
- ensuring that space is safe to use, and that outdoor clothing is safe and sensible.
- offering a range of stimuli for movement, such as action rhymes, stories, music and props.
- introducing the vocabulary of movement and words of instruction.
- teaching directly skills such as picking up a bulky object, getting onto the slide or responding to signals.
- providing a range and sufficient quantity of small objects to handle.
- countering stereotypical behaviours that hinder children's development.

KS1

During KS1, children build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other children in pairs and small groups. By watching, listening and experimenting with movement and ideas, they develop their skills in movement and their co-ordination, and enjoy expressing and testing themselves in a variety of situations.

Children:

- find out what they can do as they explore a range of basic skills, actions and ideas, such as running, jumping and turning, throwing or kicking a ball and responding to music in dance;
- learn to practise by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive;
- use movement imaginatively to communicate ideas and feelings;
- watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play;
- recognise that their bodies feel different when they run short or longer distances, move slowly or suddenly, and lift heavy objects or float in water;
- learn to use space safely when they work alone and with others, showing increasing control over their movements.

KS2

During KS2, children enjoy being active and using their creativity and imagination in physical activity. They learn new ball skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Children:

- enjoy being active, showing what they can do;
- practise new ball skills across a range of activities that may include dance, gymnastics, games, swimming, athletic and outdoor and adventurous activities;
- learning consistency by repeating their movements and linking their skills until their performance is clearer, more accurate and controlled over time;
- pace themselves in challenges in activities such as swimming and athletic activities;
- use their creativity in performing dances, making up their own games, planning gymnastic sequences, responding to problem solving and challenge activities;
- know how to improve aspects of the quality of their work, using information provided by the teacher and information and communication technology (ICT) opportunities, and increasingly help themselves and others perform effectively;
- know why activity is important to their health and wellbeing;
- understand the rules and conventions of taking part in different activities safely.

Assessment

Assessment is based on teacher observation during PE lessons. Recording of our assessments is on our lesson planners and this information helps us determine the needs of our classes and focus on individual difficulties. The children's experiences and progress will be documented in their written annual report.

Resources

All gym equipment is stored in the hall.

The games equipment is carefully stored in the shed and the key is hung in the office.

Literature for PE is stored on the co-ordinator shelves in the library.

The PE co-ordinator is responsible for ensuring the resources are updated and correctly stored.

Health and Safety

It is expected that each child should have the necessary clothing for PE in school at all time. The children cannot participate in lessons unless they are suitable dressed. A letter is sent home to parents should the children not have their kit in school.

All jewellery should be removed before the start of the lesson and long hair should be tied back.

Children suffering from asthma will have their inhalers close to hand for the lesson.

All gym and games apparatus is regularly checked to ensure its safety.

We believe the children should be encouraged to move the equipment in a safe and controlled manner from an early age.

Equal Opportunities

We provide activities for all pupils in which equality of opportunity is supported irrespective of gender, race, creed and disability, taking into account the individual needs of all children.

Summer 2006

Review: Summer 2009